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Curriculum Materials: World of Work Unit  
May 1972  
State of Montana  
Office of the Superintendent  
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## FOREWORD

Improving Relevancy of Home Economics for Indian Youth - Workshop II -- was held on the Montana State University campus from July 19-30, 1977. The workshop was sponsored by Superintendent of Public Instruction Dolores Colburg, funded under 1968 Amendments of the Vocational Education Act of 1963 and Title I of the Higher Education Act of 1965.

The participants developed many interesting and useful units. Because of the national emphasis being placed on Career Education, the unit on the World of Work developed by Shirley Simpson and Cheryl Boender was selected for publication. The other unit blocks can be obtained by writing directly to the workshop participants.

Flora Martin, Supervisor  
Home Economics Education

## INTRODUCTION

Within Montana's borders are seven Indian reservations. Children from Indian families constitute a major part of the school population within the school districts where reservations are located. To date only a relatively minor percentage are enrolled in home economics classes.

Much of the low enrollment may be the fault of curriculums that are based on the values and standards of middle income white families. In talking with many Indian women, it was discovered that the present curriculum offerings in home economics are irrelevant to the needs of Indian youth.

The need to understand and respect the Indian culture and folklore seems mandatory in order to develop a home economics program that would meet needs of Indian youth. It was my hope that this workshop would be a beginning in meeting this need.

Angelina Oberto, Associate Professor  
Montana State University



## OBJECTIVE

The major objective for the two-week workshop was to develop home economics curricula which would direct teaching toward helping Indian youth manage their lives in the multi-cultured society in which they live.

## WORKSHOP STAFF

Mrs. Linda Rae Schutz Barsness  
Poplar, Montana  
Fort Peck Reservation

Sampson Bird in the Ground  
Hardin, Montana  
Crow Reservation

Miss Dorothy Butterfly  
Browning, Montana  
Blackfeet Reservation

Mrs. Violet Butterfly  
Browning, Montana  
Blackfeet Reservation

Miss Alberta Dobry  
Curriculum Consultant  
Michigan State University  
East Lansing, Michigan

Miss Catherine Eder  
Poplar, Montana  
Fort Peck Reservation

Miss Gerry Fenn  
Bozeman, Montana

Mrs. Anne Harris  
Lame Deer, Montana  
Northern Cheyenne Reservation

Mrs. Winona Plenty Hoops  
Lodge Grass, Montana  
Crow Reservation

Miss Christine Peterson  
Brockton, Montana  
Fort Peck Reservation

Mrs. Betty Steadman  
School of Home Economics  
Montana State University  
Bozeman, Montana

Mrs. Joy Toineeta  
Lodge Grass, Montana  
Crow Reservation

## WORKSHOP PARTICIPANTS

Miss Cheryl Boender  
Harlem, Montana  
(World of Work Unit)

Mrs. Ann Huller  
Ashland, Montana  
(Foods & Nutrition Unit)

Mrs. Jane Martin  
Hardin, Montana  
(Child Development Unit)

Mrs. June Muller  
Polson, Montana  
(Family Relationships Unit)

Mrs. Lora Pearson  
St. Ignatius, Montana  
(Foods & Nutrition Unit)

Mrs. Shirley Simpson  
Box Elder, Montana  
(World of Work Unit)

Mrs. Lorna Umber  
Arlee, Montana  
(Family Relationships Unit)





## WORLD OF WORK UNIT

by Cheryl Boender and Shirley Simpson

### RATIONALE

This unit is planned for consumer homemaking classes of juniors and seniors which have Indian youth enrolled. Its purpose is to acquaint the students with present and future job opportunities and qualifications. It is hoped that through appropriate and realistic experiences students will develop a positive attitude toward themselves, others and work.

Indian values, which may conflict with non-Indian values considered in this unit, are concepts of time, cooperation and patience, kinship and reserve.

Concept of time Whereas the non-Indian has been conditioned to be very "time-conscious," the Indian youth has had no cultural stimulation to "live by the clock." This will reflect in the Indian students' attitudes toward class attendance, completing and turning in assignments and outlook toward employment.

Cooperation and Patience The Indian values of cooperation and patience can be helpful in understanding and getting along with co-workers on the job.

Kinship The strong family tie between the Indian youth and his extended family may influence duration of employment. For example, an Indian grandmother may quit her job in order to care for her grandchildren or great-nieces or nephews. A working non-Indian, however, would probably hire someone outside the family to care for the children and continue to work.

Reserve The reserve and reticence of the Indian may be detrimental in some types of work such as salesmanship which requires some aggressiveness, as well as in social contacts.

This unit is an attempt to identify and apply conflicting values of the Indian and non-Indian cultures in a positive manner to gainful employment.



Concept: Relation of Self to Employment

Generalization

1. Gainful employment leads to a feeling of self-worth and respect.

2. Self-identity influences self-respect.

3. A job or career contributes to the individual's emotional and creative growth.

Behavioral Objectives

In groups students will develop a list of five outcomes of work experiences (such as: paycheck, making decisions, following instruction, praise of service or product, and advancement) that foster self-worth and respect. Outcomes will be evaluated according to the criteria presented by the resource person.

Given a sheet of finger painting paper, starch, various colors of dry tempera and background music (Indian dancing music), students will express in a finger painting by line, color or form their ideas of "Who am I?" in 15 minutes. With three or four students in a group they will interpret each other's painting, followed by an interpretation by the painter. Students will judge each other's abilities to perceive themselves and how this self-respect will lead to respect of others.

Within 15 minutes, students in groups of four will list through brainstorming a minimum of twenty responses to the question, "Why work?" All statements will be accepted.

Learning Experiences

Ask an Indian resource person to talk to the class on his work experiences that have helped to foster his self-worth and respect. Form buzz groups to develop a list of experiences one has on the job that will foster self-worth and respect.

Each student will do one interpretive finger painting. Form discussion groups to interpret finger painting. Painter expresses his or her feelings about finger painting. Display finger paintings in classroom or school. Attached to the finger paintings have the student complete the following phrase of "Who am I? I am \_\_\_\_\_." No names should be attached to the paintings.

Brainstorming.

Evaluation

The criteria presented by the resource person will be used as a basis for evaluation.

The painter judges accuracy of his self-perception to perceptions others have of him.

Judging brainstormed ideas violates purpose of brainstorming.



### Generalization

4. Individual qualifications and interests influence the type of employment a person seeks and secures.

### Behavioral Objectives

Each student will interview an employed person in the community. The interview will consist of questions developed by the class. The questions will be related to the individual's qualifications and interests. All questions have to be completed and presented to the class in a 3-minute report. The report must relate to the answers of the questions about the interviewee's job.

### Learning Experiences

Students develop a list of questions to use in interviewing people in the community. Questions should relate to qualifications and interests. For example:

1. Do you like to do things for people?
2. Do you like to work with people?
3. What kind of training have you had for this job?

A cross section of jobs and careers need to be selected, such as: professional, office related, technical, distribution, etc.

### Evaluation

A rating scale will be used to judge the 3-minute reports.

5. The amount and type of education one has influences the type of employment one will secure.

Given four educational levels (without a high school diploma, technical or vocational training and a college degree) and resource materials, the student will list the job and/or career qualifications for job description. Two jobs and/or careers at each educational level are to be researched with 100% accuracy.

Use resource materials such as Directory of Occupational Titles, library resources and newspaper want ads.

Chart: Jobs or Careers, with qualifications.

Degree to which the help wanted ads show the relationship to the amount and type of education to the job sought.

Using a composite of jobs researched by students at each educational level, the student will write a "Help Wanted" ad for a local newspaper. The ad will include the amount of education necessary for the job sought.

Write an ad for the "Help Wanted" section of a local newspaper.



### Generalization

6. Motivation for seeking employment varies with individuals.

7. Cultural values influence job success.

### Behavioral Objectives

After a graffiti wall exercise and class discussion, the student will be able to list five reasons why individuals work. All reasons will be accepted.

After listening to a tape on self-concept by Barsness and reading Modern Indians by John L. Bryde, the student will list nine Indian value orientations that cause conflict for the Indian youth in the non-Indian culture. The values listed are those found in Barsness, Bryde and Appendix A.

### Learning Experiences

Attach paper to walls around the room. Each student will list one to five reasons why individuals work. Class discussion follows. (Graffiti wall)

Listen to self-concept tape by Linda Schutz Barsness, see Appendix A. Reference reading, Modern Indians by John F. Bryde.

### Evaluation

Verbal summary on why people work.

Verbal generalization stated in students' words, for example: Family heritage, kinship, cooperation, sharing, time orientation and reserve are Indian values that influence job success.





Concept: Seeking Employment

Generalization

1. Newspapers are a source of job listings.

Behavioral Objectives

Given five newspapers from different localities (local paper, larger metropolitan areas within state, metropolitan areas within region and out of region), a group of students will tally the jobs in the employment ad section. (Businesses, agencies or individuals seeking people for employment.) After the tally is completed the class will identify three jobs or careers that are in high demand by employers as indicated by high tally scores.

Learning Experiences

Newspaper survey of employment ad section by group of students.

Class discussion summarizes findings.

Evaluation

Accurate ranking of jobs that are in demand at a particular time.

2. First impressions and communication skills influence one's employability.

Given a list of home economics related occupations such as yardage clerk, nurse's aide, day care center assistant, short order cook, the student will write a letter of application. The criteria for the letter will be developed by the class to include such items as personal resume', qualifications, a request for a personal interview and format. The letter and attachments will be completed in one class period.

Write a letter of application.

Evaluate letter based on criteria established by class.

During a field trip to local businesses, the student will have a mock interview with an employer for a job with a business. The employers involved will comprise a panel to the total class evaluating the strengths and weaknesses observed during the interviews.

Field trips to local businesses and job interviews with local businessmen. Businessmen's panel.

CAUTION

More than one student should be interviewed by each employer.

Effectiveness of interview will be judged by a panel according to criteria established by them.



### Generalization

3. A statement of performance from previous work experience is helpful in securing employment.

4. Attractive appearance and manners are assets in seeking employment.

### Behavioral Objectives

Given two sets of credentials for individuals applying for the same job, the student will be able to list on the chalk board the strengths and weaknesses in the performance of previous work experience. The criteria will consist of items such as attitude, promptness, personal appearance, human relations skills, etc.

Given paper, magazines and pattern envelopes by the teacher, students in groups of three or four will plan and construct a bulletin board contrasting suitable and unsuitable dress for personal job interview. The bulletin board will be evaluated through class discussion using a student developed criteria.

### Learning Experiences

Evaluate credentials for two individuals applying for the same job. The credentials will be supplied by the employment agency.

Develop and construct materials for a bulletin board to be used in the classroom.

Develop a criteria for evaluating suitable and unsuitable dress for a personal job interview.

### Evaluation

The student will use a check list to make a decision as to the individual they would hire for the job.

Using student developed criteria, students will determine suitable dress for a personal interview.



Concept: Success on the Job

Generalization

1. Interpersonal relations skills affect job success.

Behavioral Objectives

Given a hypothetical role play situation, students will verbally identify three positive and/or negative human relations skills pertinent to effective job functioning.

Learning Experiences

Role play situations, i.e., receptionist answering telephone with irate customer on the line, or receptionist with irate individual at the reception desk.

Evaluation

Student verbalization of a minimum of three human relations skills. Completion of statements such as: If you were a high school secretary and received a call from an irate parent, then

- 6
2. Getting along with co-workers and employers is conducive to effective functioning on the job.

From a teacher's collection of cartoons, articles, jingles and snapshots the student will verbally identify mature and immature behavior and state the effect of the relationship to other individuals in an employment situation. Criteria for mature and immature behavior will be developed by students and the teacher.

Use of cartoons, snapshots and jingles that depict mature and immature behavior in job-related situations.

Using a cartoon, jingle or snapshot similar to those in class discussion, the student in writing will select the mature and immature behavior and how it affects job functioning.



Generalization

1. Skill in developing hand crafts provides opportunity for self-employment.

Behavioral Objectives

With the help of an Indian resource person, the student will construct an Indian tepee to be used for selling Indian crafts made by students, such as; moccasins, beaded jewelry, etc. The tepee will be constructed according to the guidelines and criteria established by the Indian resource person.

With the help of a resource person, students will prepare, serve and sell Indian snacks such as jerky, wild berry soup, fry bread, etc., in a "Tiny Bits" tearoom or tepee. The tearoom or tepee will be set up in the home economics department once or twice a week. The food products will be evaluated according to the criteria jointly established by the class, Indian resource person and students purchasing the products.

Learning Experiences

Construct an Indian tepee with help of a resource person. Sell Indian crafts in the tepee.

Prepare, serve and sell food products in tearoom or tepee.

Evaluation

Success of tepee construction. Success of tepee crafts shop as evidenced by sale of items and satisfaction expressed by students.

Satisfaction expressed by preparation and sale of food items. Generalization stated in student's own words.

2. Employment in home economics related occupations provides a variety of choices to the individual.

Given home economics career resources, the students will be able to compile a list of three occupations in each of the following home economics related areas: food service, child development, clothing and textiles, and housing and home management. The list of occupations will be compared to occupations listed in the Dictionary of Occupational Titles.

Use of resource materials.

List of three occupations for each of the home economics related occupations areas.





### Generalization

3. Areas of employment for the betterment of others' appeal to Indian youth.

### Behavioral Objectives

The student will participate in a field trip to a business depicting home economics related occupations such as a day care center, alterations department in a clothing store, food service facility, etc. He will state in writing the name of the business, its relation to home economics and the job description according to a criteria developed by the teacher.

Given resources the student will be able to verbally identify five occupations that help individuals better their quality of life. For each occupation the student will state three characteristics that identify the occupation as one of helping others.

Learning Objectives  
Field trip and written report by student.

Use of resource materials.

### Evaluation

The job description of a home economics related occupation will be judged by the criteria developed by the teacher (rating scale).

Use of check list for student statements of occupational characteristics.



# APPENDIX A

## General Guide for: CONFLICTING VALUE ORIENTATIONS\*

Indian	Non-Indian
VALUES are shaped through family heritage.	VALUES are formed according to scarcity of resources.
KINSHIP extends beyond biological family. The extended family is important.	KINSHIP ties are strongest at the nuclear family level.
COOPERATION is expected and is a basis of the society; conformity is ideal.	COMPETITIVENESS is highly encouraged and built into many institutional systems.
SHARING and generosity are emphasized. "Give-aways" are prevalent.	GAINING POSSESSIONS and acquiring wealth are emphasized.
TIME -- present oriented -- concern for now. Events govern time.	TIME -- future oriented -- concern for the future. Time governs events.
RESERVE, quiet and reticence are characteristic behavior.	AGGRESSIVE and outgoing behavior are characteristic.
INDIVIDUAL FREEDOM and permissiveness pervade child rearing. Shame and ridicule act as controls on behavior.	RESTRICTIONS, guidelines and rules pervade child rearing. Guilt acts as a control on behavior.
PATIENCE and waiting are emphasized.	QUICK ACTION is emphasized.
HONOR and respect the <u>older</u> and wiser.	IDOLIZE that which represents <u>youth</u> .

### OTHERS:

\* Adapted by Alberta Dobry from: Home Economics Education, "To Improve the Relevancy of Home Economics Education for Indian Girls," Office of the Superintendent of Public Instruction, State of Montana, January 1971.



## APPENDIX B

### Bibliography

#### TEACHER-STUDENT REFERENCES

American Vocational Association, 1510 H Street NW, Washington, D. C. 20005, publishes many excellent booklets. Examples are:

A Conversation with Lynda, May 1970, 20 pages, 75¢, Order No. 35370.  
Career Choice, October 1970, fold-out, 4¢, minimum order 100, Order No. 36570.  
Post-Secondary Education in Home Economics, 1967, 24 pages, 35¢, Order No. 15567.

Vocational Education for American Youth, 1962, 16 pages, 15¢, Order No. 031062.

A Guide to Child Labor Provisions of the Fair Labor Standards Act, Child Labor Bulletin No. 101, revised January 1969: U.S. Department of Labor. For sale by Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, 20¢.

When teaching wage-earning programs to young people under 18 years of age, it is necessary to know the laws on child labor. Questions on this subject will be answered by the Wage and Hour and Public Contracts Division of the U.S. Department of Labor in Great Falls, Montana.

American Home Economics Association, Career Packet, current edition, 1600 Twentieth St. NW, Washington, D. C. 20009.

"Dollars from Doughnuts," Seventeen magazine, January 1970.

Four examples of successful teenage businesses are illustrated in detail. Very inspiring for young teenagers. One girls, Ann Berg, is from Bozeman - to bring the message home.

Ellis, M., "Young Woman and the World of Work," Teen Times magazine, September/October, 1964, p. 9.

Food Occupations Resources: National Restaurant Association, 1530 N. Lake Shore Drive, Chicago, Ill. 60610.

"The Correct Waitress"

"The Waiter and His Public"

"The ABC's of Courtesy"

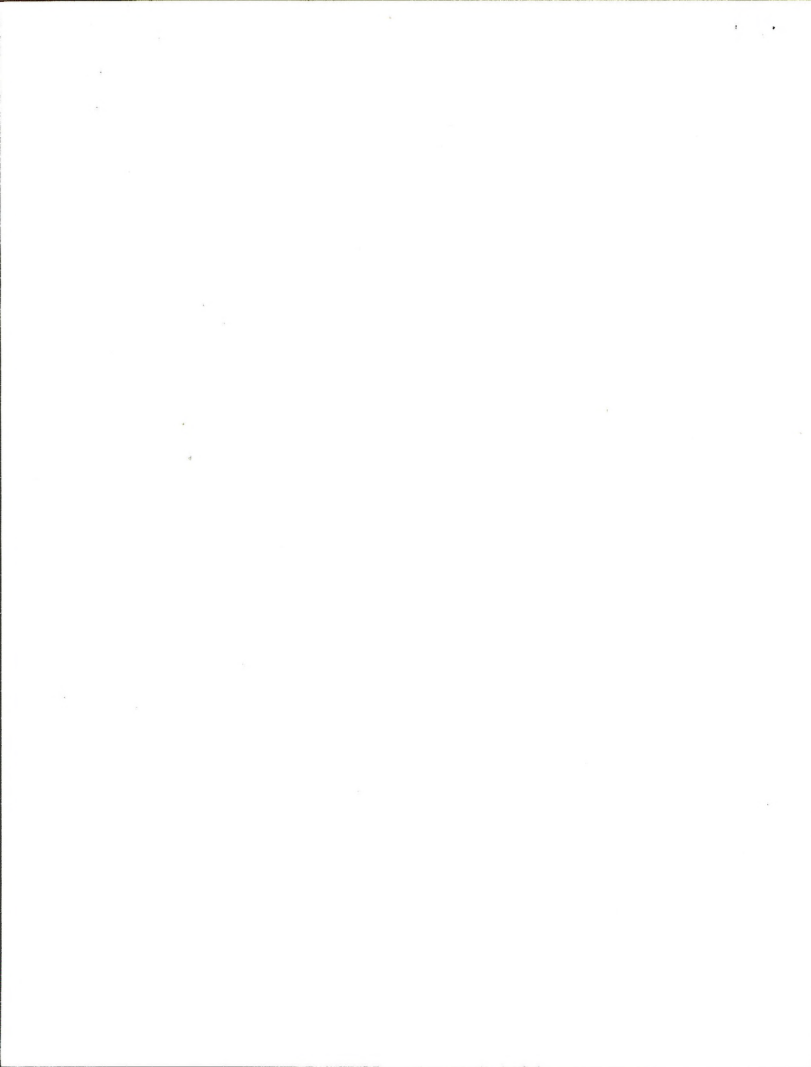
Food Occupations Resources: Department of Industrial Education, College of Education, University of Missouri, Columbia.

"Institutional Food Service Supervisor"

"Food Service"

"Chef Course of Study"

Food Occupations Resources: "The Professional Chef," Institutions magazine, 1801 Prairie Ave., Chicago, Ill. 60616.



Goldenthal, Allan B., The Teenage Employment Guide, Simon and Schuster, Inc., 200 Park Ave. South, New York 10003, 1969, \$2.95.

While written for young people, this guide to hundreds of jobs that do not require a college education could be useful to others. Excellent.

"Jobs in the 70's - Where They'll Be," Changing Times, March 1969, pp. 43-45.

Lembeck, Ruth, 380 Part-Time Jobs for Women, Dell Publishing Co., 750 Third Ave., New York 10017, 1968.

Tells what you need materially, personally and educationally as well as hours your work, how much you can earn, how to get started and counseling help.

Moynihan, Paul and Jane, and Giles A. Daeger, You and Your Job, J. G. Ferguson Publishing Co., Chicago, Ill., 1968. A series of booklets include:

- Booklet A - "What Is It?" 33 pages
- Booklet B - "Where Is It?" 29 pages
- Booklet C - "How to Get It," 57 pages
- Booklet D - "How to Keep It," 36 pages
- Booklet E - "Where Do You Go from Here?" 26 pages
- "A Guide for Instructors," 115 pages

Occupational Outlook Handbook, 1970-71 edition, U.S. Department of Labor's Bureau of Labor Statistics, U.S. Government Printing Office, Division of Public Documents, Washington, D. C. 20402, 1970, 859 pages, \$6.25. Order No. 56L/S.

Employment outlook, places of employment and earnings for over 700 occupations.

Problem Solving: Safety and Sanitation in School Food Service, In-Sink-Erator Manufacturing Co., 4700 21st St., Racine, Wis., 53406, and American School Food Service Association, P.O. Box 10095, Denver, Colo. 80210, 1968, 10 pp.

Case study problems for students or workers with answers and discussion.

Problem Solving II: Test Your P.R. (Personnel Relations) Quotient, In-Sink-Erator and American School Food Service Association, 1970, 11 pp.

Case study problems for students or workers in food service with answers and discussion.

Q.A.: Test Your Effectiveness As A Food Service Supervisor, In-Sink-Erator and American Dietetic Association, 620 N. Michigan Ave., Chicago, Ill. 1966, 11 pp.

Case study problems with answers and discussion.

"Useful Information about Working for Uncle Sam," government leaflet. Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. Other publications that may be ordered from Superintendent of Documents are:

- "Federal Career Directory," CS 1.7/4:C 18/969, \$1.25
- "Federal Careers for Women," CS 1.48:3517, 10c
- "Guide to Federal Career Literature," CS 1.61:C18, 55c
- "Working for the U.S.A." CS 1.48:4/17, 20c





"Why Not Be An Apprentice?" Superintendent of Documents, Government Printing Office, Washington, D. C. 20402, 10¢.

Women today are in 60 occupations of the 370 offering apprenticeship training toward a career as a skilled worker. The Manpower Administration encourages apprenticeships for women. Read the leaflet to know more about apprenticeships for women.

#### TEACHER REFERENCES

Barsness, Linda Schutz, "Self-Concept Tape," available from School of Home Economics, Montana State University, Bozeman, Montana.

Bottoms, Gene and Kenneth B. Matheny, A Guide for the Development, Implementation and Administration of Exemplary Programs and Projects in Vocational Education, Atlanta, Ga.: September 1969.

A helpful guide for development of vocational education programs. Suggests widespread adoption of these programs. For copies of this report, write the author at Division of Vocational Education, Georgia Department of Education, Atlanta.

Bryde, John F., Modern Indians, Vermillion, S.D., University of South Dakota Press, 1969.

Colorado Association of Future Homemakers of America, Guidelines for Planning, Developing and Evaluating Occupational Programs in Family and Community Services, June 1970.

Copies of this report may be ordered from the Colorado Future Homemakers of America State Bursar, Mrs. Leah Little, P.O. Box 413, Johnstown, Colo. 80534, \$1.50.

Curriculum Materials, Curriculum Laboratory, Development of Vocational-Technical Education, Graduate School of Education, Rutgers University, 4103 Kilmer Campus, New Brunswick, N.J. 08903, November 1969.

A catalog of curriculum materials produced and classroom tested by faculty members of New Jersey vocational-technical schools. These may be purchased for printing costs, mostly \$2 or less. Curriculum outlines are also available in common vocational areas for \$1.50 each. Some of the areas of home economist interest are baking, beauty culture, commercial foods, home economics, needle trades, practical nursing and upholstery. Order the 33-page catalog to make selections and gain ideas on development of vocational-technical programs.

Dictionary of Occupational Titles, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C.

Eck, Dorothy, Youth Opportunities in Montana: A Survey of Professional Youth Workers, Youth Organizations, and Youth Serving Agencies in Montana and the Feasibility of Coordinating Their Work, Department of Sociology, Montana State University, Bozeman, February 1969.

This report is a source for reference people and organizations in Montana.



Employment of Student-Learners (Title 29, Part 520, of the Code of Federal Regulations, U.S. Department of Labor.

This publication as well as all necessary application blanks and instructions for obtaining student-learner permits may be obtained from the Wage and Hour and Public Contracts Division, U.S. Department of Labor, Regional Director (for Montana), 2000 Federal Office Building, 911 Walnut St., Kansas City, Mo. 64106. To permit the payment of special minimum wages to students the student-learner certificate must be obtained from the regional office.

Whatley, Alice Elrod, Generalizations Related to Concepts Important for Youth Orientation to the World of Work, Ph.D. University of Oklahoma, 1967, Inter-library loan.

The purpose of this study was to determine the criteria currently used for selection of participants in high school home economics courses with occupational emphasis and to determine if there is an apparent need to improve procedures for the selection of participants.

Facing Facts about Choosing Your Life's Work: A Guide for Students and Counselors, Prudential Insurance Co. of America, 1968, 31 pp.

Helpful pamphlet geared to college students or graduates.

#### Government Resources:

Montana State Employment Service Office  
Employment Security Commission of Montana  
U.S. Department of Health, Education and Welfare, Office of Education  
U.S. Department of Labor  
Bureau of Labor Standards

Federal publications may be ordered from Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402.

Havighurst, R.J., Human Development and Education, New York: Longmans, Green and Co., 1953.

Stages in vocational development.

Havighurst, R.J., "Youth in Exploration and Man Emergent," Man in A World at Work, Boston: Houghton-Mifflin Co., 1964. Chapter 10, pp. 216-224.

Illinois Teacher of Home Economics, 342 Education Building, University of Illinois, Urbana 61801. Vol. XI, No. 4, Spring 67-68, single copies, \$1.

The topic "pre-vocational training" is discussed. Curriculum guides for total home economics program, scope and sequence, and pre-employment unit plan for grade 7. Excellent.

Illinois Teacher of Home Economics, Vol. XI, No. 5, Spring 67-68, \$1.

Curriculum guides for pre-employment unit for grade 8. Excellent.



Illinois Teacher for Contemporary Roles, Home Economics Education, University of Illinois, 342 Education Building, Urbana 61801, Vol. XII, No. 4, Spring 68-69, single copies, \$1.

Contains the general background and concepts of vocational or wage-earning programs with practical examples. Complete curriculum guides for high school programs. Excellent.

Johnson, Richard Gilmore, "Simulation Techniques in Career Development," American Vocational Journal, Vol. 45, No. 6, September 1970, pp. 30-32.

New approach to vocational guidance is vocational simulation. Twenty job experience kits are being published by Science Research Associates, 259 East Erie St., Chicago, Ill. 60611. Excellent reference list is included in the article.

"Junior High School Trainees Learn Food Industry Skills," Catering Industry Employees, 79:5, May 1970, pp. 12-13. Direct correspondence to: Catering Industry Employee, 6 East Fourth St., Cincinnati, Ohio 45202.

Michigan Bibliography of Resource Materials for Training in Home Economics Related Occupations, Michigan State Department of Education, Lansing, 1968, p. 53.

Bibliography has references grouped into general, five subject areas, special needs, and teaching aids. Helpful resources suggested for wage-earning programs are included.

J. C. Penney Co., "Sensitivity ... In Interpersonal Relationships," Forum, Spring/Summer, 1970.

J. C. Penney Co., "Value Clarification," Forum, Spring/Summer, 1972.

Ruud, Josephine Bartow, Teaching for Changed Attitudes and Values, Home Economics Association of the National Education Association, 1201 Sixteenth St., NW, Washington, D. C.

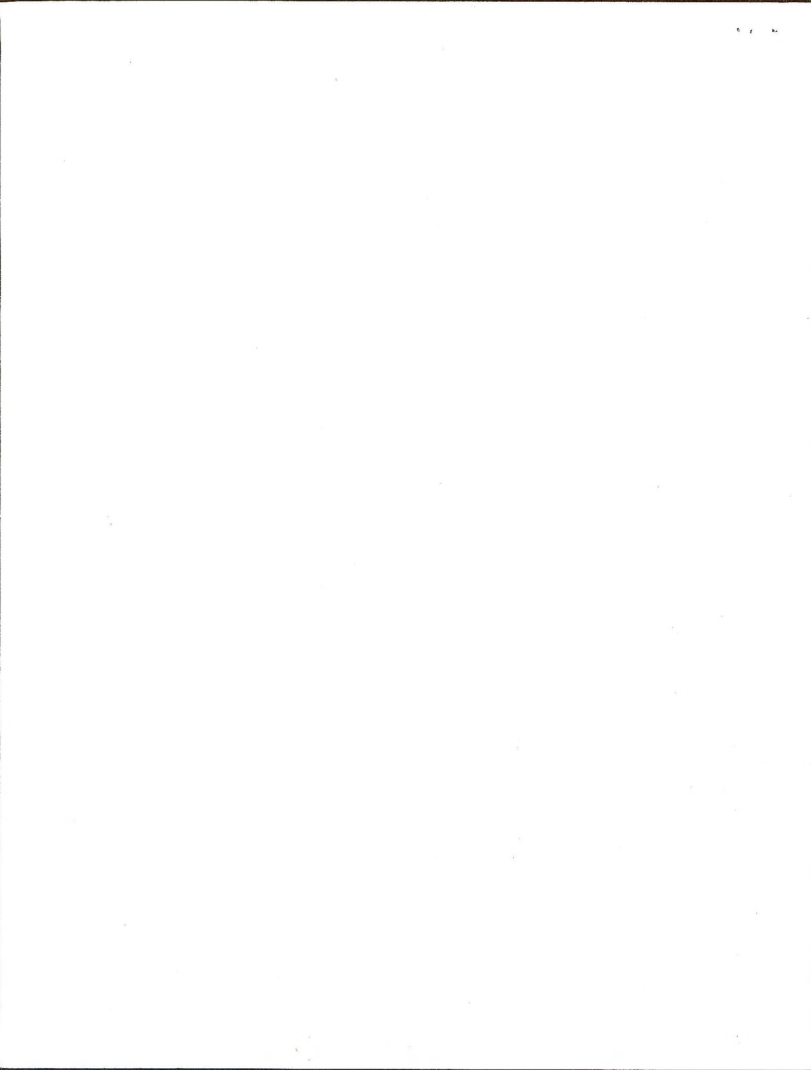
"Teach Students How to Obtain Jobs," Journal of Business Education, April 1968, p. 287.

Teaching Aids: "The Empty Lot" and several film modules are film materials on vocational education intended for students, parents, counselors, teachers, administrators and civic groups. Order from Du Art Film Laboratories, Inc., U.S. Government Film Service, 245 West 55th St., New York 10019. "The Empty Lot," \$38.11; shorter films considerably less. Rental is possible.

Teaching Aids: Series of student manuals, instructor's guides and overhead visual aids for food service workers, housekeeping aides and ward clerks. Write for information: Robert J. Brady Co., 130 Que St. NE, Washington, D. C. 20002.

The Kiplinger Washington Editors, Inc., Teaching Consumer Education (A Resource Kit), Editors Park, Md. 20782, 1970. To order: Editorial and Executive Office, 1728 H St. NW, Washington, D. C. 20006, \$25.

Five well developed units - Earning, Spending, Borrowing, Saving and Budgeting are included in this teacher resource kit. The main goal and basic concepts are stated in each unit. Suggestions for carrying out the learning include the



use of cartoons, games, key questions, role-playing situations, sample business forms, many transparencies and/or ditto masters, charts, and student activities files. The resource kit is well-organized, easily reproducible where necessary and adapted to a great variety of students (male or female from junior high level to college). The "Teaching Guide," a booklet, gives a complete overview of the kit and its use. Sufficient and appropriate material for a high school semester course is included.

The Career Information Center/A Working Model, Superintendent of Documents Catalog No. FS5.226:26016, U.S. Government Printing Office, Washington, D. C. 20402, 30c.

A manual based on the Career Information Center at Northeastern University in Boston, Mass. The service provides assembly programs, conferences, radio programs, tape recording services, filmstrip services and television programs on careers for junior high and high school students. Teaching aids may be obtained from this center to help teach about careers.

The Youth You Supervise, Bulletin 174, revised 1965, U.S. Department of Labor. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, 15c.

Good booklet to distribute to employers or supervisors of students in a wage-earning program.

Wise, Barbara Ann, Procedures for Selection of Participants in High School Home Economics Programs with Occupational Emphasis, Master's thesis, University of North Carolina at Greensboro, 1967. Interlibrary loan.

